
3B

Action

Professional Services Committee

Fifth Year of Study Program Standards and the Option of Extending a Preliminary Multiple or Single Subject Credential

Executive Summary: This agenda item continues the discussion held at the June 2007 Commission meeting related to the SB 2042 reform and the routes to earn the Clear Multiple or Single Subject Teaching Credential. Part I brings forward the recommendation from stakeholders to add two additional program standards to the Fifth Year of Study Program. Part II presents a plan for the availability of a three year extension of the preliminary credential.

Recommended Action: That the Commission adopts the recommendation from stakeholders related to the Fifth Year of Study Program Standards and direct staff to move forward with regulations for a one-time extension of the preliminary credential.

Presenters: Terry Janicki, Consultant and Teri Clark, Administrator, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators.

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs.

November 2007

Fifth Year of Study Program Standards and the Option of Extending a Preliminary Multiple or Single Subject Credential

Introduction

This agenda item continues the discussion held at the June 2007 Commission meeting related to the SB 2042 (Chap. 548, Stats. 1998) reform and the routes to earn the Clear Multiple or Single Subject Teaching Credential. Staff is requesting that the Commission adopt two additional program standards for the fifth year of study programs as well as an implementation timeline for these additional standards, and endorse the concept of a one time extension of a Preliminary Multiple or Single Subject Credential under specified situations.

Background

At the March 2007 Commission meeting, staff presented the introductory policy item related to the unfinished work of SB 2042 reform. The item (<http://www.ctc.ca.gov/commission/agendas/2007-03/2007-03-6A.pdf>) a) reviewed the goals of SB 2042 as well as the accomplishments to date; b) presented four broad categories of issues to address; and c) provided information related to the first issue concerning the SB 2042 Standards in general. At the April 2007 Commission meeting, staff presented information related to the second phase of teacher preparation (<http://www.ctc.ca.gov/commission/agendas/2007-04/2007-04-6D.pdf>). In June 2007, staff presented an item that focused on the third level of preparation, induction, into the profession, and on the two routes to the clear credential—completion of an induction program or a fifth year of study program.

The SB 2042 reform had many goals, one of which is especially pertinent to the discussion of the issues related to professional preparation discussed in this agenda item:

- An expectation that teachers complete a two-year induction program of support and formative assessment during the first two years of teaching before earning a clear teaching credential.

The vision of SB 2042, based on the recommendations of the precursor SB 1422 panel, was to re-conceptualize learning to teach as three years of situated learning. The one year preliminary preparation program was envisioned as the period when the individual acquires the initial knowledge, skills, and abilities to be a teacher. Then the two year induction period would be the time when the beginning teacher, under the guidance of a trained support provider, puts pedagogical theories and content knowledge into practice in an actual classroom. Induction was designed to be completed when the beginning teacher has his or her own classroom with K-12 students. The adopted Induction Standards are framed on the paradigm that the newly credentialed individual is teaching students in a classroom and able to demonstrate the requisite knowledge and skills through his/her teaching practice. AB 2210 (Chap. 343, Stats. 2004) clarified that induction is the required route to earn the clear credential unless an eligible

employer verifies that induction is not available or the new teacher has requirements to meet related to being highly qualified as required by the No Child Left Behind (NCLB) legislation.

At the June 2007 meeting, staff presented two main policy issues related to the professional level of teacher preparation (i.e., preparation leading to a Multiple or Single Subject Clear Teaching Credential).

Policy Questions:

- What is the current level of comparability of the standards for induction programs and fifth year of study programs, and how can any disparities best be addressed?
- Who is eligible to complete a fifth year of study program and are there individuals for whom neither an induction program nor a fifth year of study program is available? How can these individuals earn a Clear Teaching Credential?

After additional work with stakeholders, staff is presenting: 1) a recommended action to add two additional standards to the Fifth Year of Study Program Standards; and 2) information on the possibility of allowing a one-time extension of a preliminary credential.

Part I: Adoption of Two Additional Program Standards

The first policy issue pointed out the inequity of the currently adopted standards between the two routes that lead to the Clear Multiple or Single Subject Teaching Credential. The discrepancy between the two sets of standards may not be as great as the table implies because all fifth year of study programs must be offered by colleges or universities that are approved to offer educator preparation programs and, as such, must meet the Commission's adopted Common Standards. The Common Standards address the majority of the standards in the *Foundational* and some of the standards in the *Program Design* categories below.

Table 1: Alignment of Induction and Fifth Year of Study Program Standards

Induction Programs	Fifth Year of Study Programs
<i>Foundational Standards</i>	
1: Sponsorship, Administration, and Leadership 2: Resources 3: Professional Development Providers 4: Evaluation 5: Articulation with Professional Teacher Preparation Programs 6: Advice and Assistance 7: Coordination and Communication 8: Support Provider Selection and Assignment 9: Support Provider Professional Development	<i>The Commission's Common Standards address many of the requirements in the Foundational Standards</i>
<i>Implementation Standards</i>	
<i>A) Program Design</i>	
10: Program Design 11: Roles and Responsibilities of K-12 Schools 12: Professional Development Based on an Individual Induction Plan	<i>The Commission's Common Standards address some of the requirements in the</i>

Induction Programs	Fifth Year of Study Programs
13: Formative Assessment Systems 14: Completion of the Professional Teacher Induction Program	<i>Program Design Standards</i>
<i>B) Teaching Curriculum to All Students in California Schools</i>	
15: K-12 Core Academic Content and Subject Specific Pedagogy 16: Using Technology to Support Student Learning	16: Using Technology to Support Student Learning
<i>C) Teaching all Students in California Schools</i>	
17: Supporting Equity, Diversity and Access to the Core Curriculum 18: Creating a Supportive and Healthy Environment for Student Learning 19: Teaching English Learners. 20: Teaching Special Populations	18: Creating a Supportive and Healthy Environment for Student Learning 19: Teaching English Learners. 20: Teaching Special Populations

A group of stakeholders from the induction and university fifth year of study communities has been meeting to review the two sets of standards and discuss the issues related to both induction and the fifth year of study programs. This group recommends that the fifth year of study programs should be required to address Induction Program Standards 15: *K-12 Core Academic Content and Subject Specific Pedagogy* and 17: *Supporting Equity, Diversity and Access to the Core Curriculum* in addition to the currently adopted Fifth Year of Study Standards.

Implementation of the two additional program standards in approved fifth year of study programs would be accomplished by each currently approved fifth year of study program submitting an addendum addressing the two new program standards.

Table 2: Implementation Plan for Incorporating Two Additional Standards in the Fifth Year of Study Programs

Activity	Date
Notification to all fifth year of study programs of the addition of the two additional program standards	November 2007
Technical assistance provided to sponsors of fifth year of study programs	Beginning January 2008
Staff receives addendums and reviews the documents.	Beginning Spring 2008
All fifth year of study Programs must meet all six adopted program standards in addition to the Common Standards	July 1, 2009
As part of the routine accreditation activities, the program document will be updated during the Program Assessment process	Varies by cohort

As part of SB 1209 (Chap. 517, Stats. 2006) the Induction Program Standards are to be reviewed and revised by July 1, 2008. The Fifth Year of Study Program Standards is based on the adopted Induction Program Standards and as the Induction Standards are reviewed and revised, the Fifth Year of Study Program Standards will be modified in a similar manner.

Part II: One-time Extension of the Preliminary Multiple or Single Subject Teaching Credential

The second policy issue related to the professional preparation routes concerns individuals who hold a Preliminary Multiple or Single Subject Credential but are not employed in a K-12 school setting in California. Induction, as defined by SB 2042 and the Commission's adopted *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*, is a standards-based job-embedded process of applying and demonstrating theory and knowledge acquired in the preliminary preparation program with the support and assistance of a support provider leading to the clear credential recommendation.

As was discussed in the June 2007 agenda item, state funding is available to support induction for all individuals employed in the public schools in California in their 1st and 2nd year of teaching on a preliminary credential. AB 2210 (Chap. 343, Stats. 2004) signed by Governor Schwarzenegger on August 30, 2004 as urgency legislation, specifies that completion of a Commission-approved induction program is the required route to earn an SB 2042 Clear Multiple Subject or Single Subject Teaching Credential. The bill also specifies that if an induction program is unavailable to the employed preliminary credential holder, the teacher will be allowed to complete a Commission-approved fifth year of study program. AB 2210 also allows a teacher to complete a Commission-approved fifth year of study program if the individual is required to complete subject matter course work to meet NCLB's highly qualified teacher requirements.

Individuals employed in private schools or other teaching positions, but not K-12 public schools, may participate in an approved induction program but are not supported by state funding. The employer of a preliminary credential holder must complete and sign Form CL 855, "*Verification of Unavailability of a Commission Approved Induction Program*" stating that induction is not available to the individual to allow that person to utilize the fifth year of study route to earn the clear credential (<http://www.ctc.ca.gov/notices/coded/050010/050010.pdf>). A chart is provided in Appendix C that delineates the employers that are eligible to sign the CL 855 form.

There are other individuals who hold a Preliminary Multiple or Single Subject SB 2042 Credential and are not employed by any of the entities that may complete form CL 855. Individuals for whom this is the case include unemployed preliminary credential holders, day to day substitutes, individuals who move out of California prior to completing the clear credential requirements, and individuals who are employed by an entity that is not a school. Therefore, for these individuals neither a state funded induction program nor a fifth year of study program can be completed to earn the clear credential. These individuals might be eligible to complete a university-based induction program, should one be available. Appendix C displays whether, based on the type of employer, an individual is eligible for induction, eligible for state funding for induction, and if the employer is eligible to verify that induction is not available.

Currently, a preliminary credential is valid for five years. The expectation is that the vast majority of individuals who earn a Preliminary Multiple Subject or Single Subject Credential will be employed as a K-12 teacher within those five years and therefore able to complete an induction program. But it is now clear that there are individuals who hold SB 2042 preliminary credentials who are not able to participate in induction and are not employed by entities that can

waive the induction requirement to allow the individual to complete a fifth year of study program.

Beginning in August 2009, there will be individuals who hold preliminary credentials that will expire and the individual will not have had the opportunity to earn the clear credential. Therefore, the questions that the stakeholders addressed included:

- If SB 2042 redesigned teacher preparation includes a job-embedded phase of mentoring and support for beginning teachers prior to earning the clear credential, should an individual be able to earn the clear credential if he or she has not completed the job-embedded induction program? and
- Should everyone that earns a preliminary credential be able to earn the clear credential, independent of the individual's teaching experience?

In the discussions with stakeholders, there is broad agreement that since the reconfiguration of learning to be a teacher includes a job-embedded induction process, individuals who earn the clear credential should have demonstrated the skills and abilities as defined by the clear credential program standards. Stakeholders have also expressed concern for the individuals who earned the preliminary credential but have not been able to find a teaching position in a public school and, hence, have not completed induction. Therefore, the stakeholders have proposed that an individual who holds a Preliminary Multiple or Single Subject Credential and has not been able to clear that credential due to specific circumstances should be able to request a one-time, three-year extension of the preliminary credential.

Title 5 regulations allow a candidate to request a one-time extension of time and reissuance of his or her credential in order to complete credential requirements and provides the Commission with the authority to grant such requests, provided there is good cause. Under the proposed concept, the request for a extension would require a statement from the individual explaining why induction was not completed during the five years that the preliminary credential was valid and describing the plan to complete induction (or possibly a fifth year of study program) within the three-year time period of the 'extended' preliminary credential.

When the individual finds employment that requires the credential, then he or she would request the reissuance of the preliminary credential and request an extension—providing the information listed in the paragraph above. This will allow the individual to be employed as a teacher and participate in an induction program to earn the clear credential. Provided in Table 3 are sample scenarios where an individual may want to extend or reinstate a SB 2042 Multiple or Single Subject Preliminary Credential.

Therefore, based on work with stakeholders, staff recommends that the Commission endorse the concept of a one time, three year extension of a Preliminary Multiple or Single Subject Credential. If the Commission accepts staff recommendation, then an agenda item would be presented in December 2007 beginning the Title 5 regulation process.

Table 3: Sample Scenarios when an Individual might need to Extend or Reinstate a Preliminary Credential

Preliminary Credential Holder	Option to Earn a Clear Credential
Robert earned his preliminary teaching credential but has not been able to find a job as a teacher in the public schools so he has been working as a tutor for 4 years. In year 5 of his preliminary credential, Robert found a job as a teacher in San Bernardino.	Robert would begin an induction program in the fifth year of his preliminary credential and apply for a three-year extension of his preliminary credential to allow him time to complete the induction program.
Hsuying earned her preliminary teaching credential, stayed home for 4 years with young children and this year has begun working as a day-to-day substitute teacher. Her preliminary credential is going to expire in June, but she would like to continue working as a substitute teacher until her children are in school and then look for a teaching contract	Hsuying may continue to substitute on a 30-Day Substitute permit, renewable annually. When Hsuying finds a teaching position, she may request a reinstatement of her preliminary credential (if it has expired) with a three-year extension. At that time, she may complete an induction program to earn the clear California credential.
Isabel earned her preliminary credential in California and moved to Oregon. She taught for four years in a private school but never got an Oregon credential. Isabel now has an offer for a teaching job in California.	Isabel will need to apply for an extension of her preliminary credential to allow her time to complete an induction program.

Review and Revision of the Induction Program Standards

As directed by SB 1209 (Chap 517, Stats. 2006) the current Induction Program Standards are scheduled to be reviewed and revised beginning in January 2008. This process is scheduled to be completed by late spring 2008 with an action item on the Commission agenda for June 2008. As the work is completed on the Induction Program Standards, the parallel language changes will be made in the Fifth Year of Study Program Standards.

Staff Recommendations:

1. The Commission act to adopt the two modified standards (Appendix B) to the adopted Fifth Year of Study Program Standards and direct staff to work with sponsors to implement these additional program standards by July 1, 2009.
 - Program Standard 5: Advanced Study of K-12 Core Academic Content and Subject Specific Pedagogy
 - Program Standard 6: Advanced Study of Supporting Equity, Diversity and Access to the Core Curriculum
2. The Commission act to endorse the concept of a one-time three year extension to the Preliminary Multiple or Single Subject Teaching Credential in the event that an individual has not been able to satisfy the requirement for a clear credential.

Appendix A

*Standards of Quality and Effectiveness
for
Advanced Course Work for the Multiple Subject and Single
Subject Professional Clear Teaching Credential
(Fifth Year of Study, February 2004)*

Standard 1: Advanced Study of Health Education

In advanced course work, each candidate builds upon the knowledge, skills, and abilities acquired during the professional teacher preparation program for the delivery of comprehensive support for students' physical, cognitive, emotional and social well being. Each candidate understands and promotes personal, classroom, and school safety through appropriate prevention and intervention strategies. Each candidate demonstrates an understanding of the relationship between student health and student learning, and knows how to access local and community resources to support student health. Each candidate demonstrates knowledge of and implements appropriate elements of the adopted health curriculum and instructional materials for the teaching assignment. Each candidate knows major state and federal laws related to student health and safety, including reporting requirements and parents' rights.

Required Elements

- (a) Each candidate identifies environmental factors that influence student well-being, and takes appropriate actions to address student health and safety within the context of the teaching assignment.
- (b) Each candidate implements accident prevention strategies within the classroom and the school site.
- (c) Each candidate uses a strengths-based approach to foster individual students' well-being. He/she is able to communicate with students' families regarding student health and safety, and can work with families, caregivers and health professionals to create and maintain a healthful environment.
- (d) Each candidate knows and can implement the school's crisis response plan: procedures for responding to emergency health situations; procedures for contacting staff identified as qualified to provide first aid and CPR; and conflict resolution strategies and other techniques for defusing potentially violent situations.
- (e) Each candidate demonstrates understanding of health and safety factors such as vision, hearing, nutrition, communicable diseases, alcohol and substance abuse, and other risk behaviors that impact student health and learning. Candidates know how to recognize these factors, and how to access in accordance with school policy and procedures appropriate site, local and community health and mental health resources available to help students and families: health education, school nurses, and health clerks; vision, hearing and dental clinics; nutrition and free lunch programs; speech therapy and psychological and counseling services; social workers; and child welfare and attendance workers.
- (f) Each candidate uses appropriately the adopted health curriculum and knows how to use instructional materials in health within the context of the teaching assignment.
- (g) Each candidate knows and implements as appropriate state and federal reporting requirements relating to child abuse and neglect; state and local permitted health topics; state and federal requirements as well as local policy regarding family life and sex education, and procedures for notifying parents; and parents' rights regarding instruction in health. He/she is familiar with local guidelines for accessing and using outside speakers.

Standard 2: Advanced Study of Teaching Special Populations

In advanced course work, each candidate builds on the knowledge, skills and strategies acquired during preliminary preparation for teaching students with disabilities, students in the general education classroom who are at risk, and students who are gifted and talented. Each candidate knows the statutory provisions of the Individuals with Disabilities Education Act (IDEA), subsequent changes in the act, and any new, relevant statutory requirements. Each candidate knows the statutory and/or local provisions relating to the education of students who are gifted and talented. Each candidate demonstrates the ability to create a positive, inclusive climate for individualized, specialized instruction and the assessment of students with special needs and/or abilities. Each candidate demonstrates the use of instructional strategies to provide students with disabilities appropriate learning opportunities to master grade level State-adopted academic content standards for students at high performance levels. Each candidate demonstrates the ability to establish cooperative and collaborative relationships with community and school professionals significant to the education of students with disabilities and with students' care givers, as well as with community and school professionals significant to the education of students who are gifted and talented.

Required Elements

- (a) Each candidate demonstrates knowledge of processes for identifying and referring students for special education services, and the legal and ethical obligation of general education teachers to participate in the Individualized Education Plan (IEP) process, including attending IEP meetings, collaborating and cooperating with special education teachers and the student's parents, and implementing the plan's goals and objectives as they pertain to mainstreaming in the general education classroom.
- (b) Each candidate demonstrates knowledge of student growth and development, and the use of positive behavioral support strategies based on functional analysis of student behaviors and related factors.
- (c) Each candidate demonstrates knowledge of strategies to ensure that students with disabilities, as well as gifted and talented students, are integrated into the social fabric of the classroom.
- (d) Each candidate demonstrates comprehensive ability and skill in the identification and use of resources such as personnel, equipment, instructional materials, teaching strategies, assistive technologies, and supplies available within the school and the local community for assessing and educating students with individual needs in the general education classroom.
- (e) Each candidate demonstrates collaboration with others such as care givers, special education teachers, and support persons for the transition of the special education student to the least restrictive environment, whether it is to the next grade, school, or post-school environment.
- (f) Each candidate demonstrates recognition and assessment of the strengths of students with disabilities and of students who are gifted and talented, as well as their social and academic needs, and how to plan instructional and/or social activities to further develop these strengths.

Standard 3: Advanced Study of Using Technology to Support Student Learning

In advanced course work, each candidate builds upon the knowledge, skills, and abilities acquired during preliminary preparation for the delivery of comprehensive, specialized use of appropriate computer-based technology to facilitate the teaching and learning processes. Each candidate is a fluent, critical user of technology, able to provide a relevant education and to prepare his/her students to be life-long learners in an information-based, interactive society. Each candidate makes appropriate and efficient use of software applications and related media to access and evaluate information, analyze and solve problems, and communicate ideas in order to maximize the instructional process. Such use of technology supports teaching and learning regardless of individual learning style, socioeconomic background, culture, ethnicity, or geographic location. Each candidate integrates these technology-related tools into the educational experience of students, including those with special needs.

Required Elements

- (a) Each candidate communicates through a variety of electronic media.
- (b) Each candidate interacts and collaborates with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology-enhanced curriculum.
- (c) Each candidate uses technological resources available inside the classroom or in library media centers, computer labs, local and county facilities, and other locations to create technology-enhanced lessons aligned with the adopted curriculum.
- (d) Each candidate designs, adapts, and uses lessons that address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning.
- (e) Each candidate uses technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. He/she creates or makes use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers or in computer labs.
- (f) Each candidate uses computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents.
- (g) Each candidate demonstrates competence in evaluating the authenticity, reliability and bias of the data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly.

Standard 4: Advanced Study of Teaching English Learners

In advanced course work, each candidate builds on the knowledge, skills and abilities acquired during the professional teacher preparation program for the delivery of comprehensive, specialized instruction for English learners. Each candidate knows school organizational structures and resources designed to meet the needs of English learners, and demonstrate the ability to implement the adopted instructional program for English Language Development. Each candidate demonstrates the ability to implement the adopted instructional program for the development of academic language, comprehension, and knowledge in the core academic curriculum that promotes students' access and achievement in relation to state-adopted academic content standards and performance levels for students. Each candidate is familiar with local and state-adopted assessments for English language proficiency, and how these instruments are used to measure student accomplishment and to place students. Each candidate uses knowledge of students' backgrounds, experiences, and family structures in planning instruction and supporting individual student learning.

Required Elements

- (a) Each candidate knows the purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners. He/she knows local and school organizational structures and resources designed to meet the needs of English learners.
- (b) Each candidate demonstrates the skills and abilities to use English language development methods and strategies as part of the approved reading/language arts program, including teaching of reading, writing, speaking and listening skills that logically progress to the grade level reading/language arts program for English speakers.
- (c) Each candidate demonstrates the ability to appropriately use adopted instructional materials and strategies for English learners, based on students' assessed proficiency in English and in their first language.
- (d) Each candidate demonstrates the ability to use a variety of systematic, well planned teaching strategies that develop academic language, make content comprehensible to English learners, provide access to the adopted grade level curriculum in core academic subject matter, and develop concepts and critical thinking skills.
- (e) Each candidate understands and knows how to interpret assessments of English learners for student diagnosis and placement, and for instructional planning. Each candidate knows the purposes, contents and uses of California's English Language Development Standards and English Language Development Test. Each candidate effectively uses appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.
- (f) Each candidate knows how to use assessment information to diagnose students' language abilities and to develop lessons that maximize students' academic success and achievement in the State-adopted academic content standards.

- (g) Each candidate draws upon available resources to enhance English learners' comprehension of content by organizing the classroom and utilizing first language support services when available to support mastery of the State-adopted academic content standards for students.
- (h) Each candidate plans and delivers appropriate instruction and applies understandings of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development.
- (i) Each candidate develops appropriate and meaningful learning experiences that draw on students' prior knowledge and experiences.
- (j) Each candidate provides an equitable learning environment that encourages students to express meaning in a variety of ways.
- (k) Each candidate effectively teaches students from diverse backgrounds and communities, and can communicate effectively with parents and families.

Appendix B

**Two Additional Standards to include in the
Standards of Quality and Effectiveness
for
*Advanced Course Work for the Multiple Subject and Single
Subject Professional Clear Teaching Credential*
(Fifth Year of Study, November 2007)**

Program Standard 5: Advanced Study of K-12 Core Academic Content and Subject Specific Pedagogy

Each candidate grows and improves in his/her ability to reflect on and apply *The California Standards for the Teaching Profession*, beyond what was demonstrated for the preliminary credential. Each candidate also demonstrates knowledge of and ability to teach state-adopted academic content standards and performance levels for students, and state-adopted curriculum frameworks, in the context of his/her teaching assignment. Each candidate delivers content specific instruction that is consistent with the adopted curriculum materials and differentiated to address the specific academic learning needs of the students. Each candidate demonstrates understanding of at least one core academic content area of focus and its application to teaching and student learning within the context of the teaching assignment

Program Elements for Standard 15: Advanced Study of K-12 Core Academic Content and Subject Specific Pedagogy

- (a) Formative assessments document each candidate's increased ability to teach students in a manner consistent with *The California Standards for the Teaching Profession* and beyond what was demonstrated for the preliminary credential.
- (b) Throughout the program each candidate learns more about and applies in daily instructional practice state-adopted academic content standards and performance levels for students, state-adopted curriculum frameworks, and adopted texts and instructional materials at the appropriate grade level(s).
- (c) Each candidate communicates with support providers, grade level teachers, department members, university partners, and/or curriculum support staff to investigate, learns, and apply the adopted curriculum in at least one content area of focus. The scope of professional growth activities in at least one selected content and curricular area is based on the teacher's teaching assignment, identified developmental need, and prior preparation, including the teaching performance assessment results if available.
- (d) Each candidate demonstrates the ability to set standards for student behavior, establish classroom routines, and create a fair and respectful climate for student learning. Instructional time is used to implement the adopted instructional program in the selected curricular area(s).
- (e) Each candidate demonstrates the ability to plan and deliver standards-based instruction to meet the individual and diverse learning needs of all students using adopted instructional materials and differentiating instruction as appropriate within the context of the teaching assignment.
- (f) Each candidate demonstrates the ability to interpret student assessment data, and to use multiple measures for entry level, progress monitoring, and summative assessments of student academic performance in relation to the state-adopted academic content standards and performance levels for students.
- (g) Each candidate demonstrates the ability to communicate with students' families and communities about students' progress, in order to enhance learning opportunities for all students.
- (h) Each candidate takes part in professional conversations that focus on articulating core academic standards-based instruction at and across grade levels and/or subject areas.

Program Standard 6: Advanced Study of Supporting Equity, Diversity and Access to the Core Curriculum

In the professional teacher induction program each candidate builds on the knowledge, skills and abilities acquired during preliminary preparation for creating environments that support learning for diverse students, providing equitable access to the core curriculum, and enabling all students to meet the State-adopted academic content standards and performance levels for students. Candidates identify the ways in which their teaching practices and student learning are shaped, informed and impacted by diversity in California society, including differences in socio-economic status. The program provides opportunities for each candidate to design and implement equitable learning opportunities that maximize achievement and academic success for all students, with specific attention to the protections provided under the provisions of Assembly Bill 537, Chapter 587, Statutes of 1999 1. Each candidate examines and analyzes personal and institutional biases that impact student learning and seeks to eliminate them from professional practice.

Program Elements for Standard 6: Advanced Study of Supporting Equity, Diversity and Access to the Core Curriculum

- (a) Each candidate develops knowledge and understanding of the background experiences, languages, skills, and abilities of his/her students and applies appropriate pedagogical practices that provide equitable access to the core curriculum and enable all students to meet the state-adopted academic content standards and performance levels for students.
- (b) Each candidate systematically examines personal beliefs, attitudes, and expectations related to diverse students, families, cultures, schools, and communities, knows their impact on student learning and uses only those instructional strategies that effectively maximize academic performance for all students.
- (c) Each candidate assesses students' specific learning needs in order to plan and provide appropriate learning opportunities to master the State-adopted academic content standards and performance levels for students.
- (d) Each candidate includes appropriately in classroom instruction the history and traditions of the major cultural and ethnic groups in California society.
- (e) Each candidate examines his/her beliefs, attitudes, and expectations related to gender and sexual orientation, and creates gender-fair, bias-free learning environments.
- (f) Each candidate recognizes and seeks to eliminate bias in the classroom and creates an equitable learning community that contributes to the physical, social, emotional, and intellectual safety of all students.
- (g) Each candidate recognizes institutional bias in schools and larger educational systems, and works to overcome its effects on students by focusing on each student's ability to meet the State-adopted academic content standards for students at high performance levels.

Appendix C

SB 2042 Routes to the Clear Credential Induction and Fifth Year of Study Eligibility Matrix

SB 2042 Routes to the Clear Credential

Type of Employer	Teacher is eligible for State Funded Induction Only in first 2 years of teaching on the Preliminary Credential	Participate in Induction at his/her own cost	5 th Year of Study Employer* is eligible to verify that Induction is not available
School district or county office of education ¹	Yes	Yes	Yes
Charter School	Yes	Yes	Yes
Private School religious or nonsectarian	No	Yes	Yes
Non-public non-sectarian (NPS) ²	Yes	Yes	Yes
Juvenile court schools	Yes	Yes	Yes
Adult Correctional System	No	Yes	Yes
Juvenile Corrections	No	Yes	Yes
School under a state agency jurisdiction ³	No	Yes	Yes
Teaching outside California (out-of-state or outside the US)	No	No	No
Long term substitute	Maybe	Yes, if an approved Induction program will accept the candidate and a plan is developed to provide the range of induction experiences and opportunities to demonstrate knowledge and skills required by the program.	No
Day to Day Substitute	No		No
Working for the state of California (CDE or CTC)	No		No
Working in Preschool ⁴	No		Yes
Working in Higher Education (community college or 4-year institution)	No		No
Teaching/tutoring for an agency , i.e. studio, hospital, circus	No		Yes
Teaching/tutoring for a for profit company	No		No
Before/After school program	No		
Home School teacher not affiliated with a public/private school	No		No
Education affiliated setting , i.e. museum/zoo/science center	No		No
Summer camp, YMCA	No		No
Employed in a non-education setting	No		No
Unemployed individuals	No		No

*A California public school or any school that is sponsored by a private K-12 school, non-public, non-sectarian school or agency, charter school, or a school operated under the direction of a California state agency. If the employer verified that Induction is not available, the teacher may complete an approved Fifth Year of Study program.

¹ Vocational and Adult Education teachers are eligible to participate in BTSA with state funding, but currently do not earn their credential through completion of Induction.

² A school where public school students are placed to meet the requirements of the student's I.E.P. Teachers with an Education Specialist Level I credential are eligible to participate in BTSA with state support. The teacher is not earning the Clear MS or SS through the BTSA program but using BTSA to support the Level II Education Specialist work.

³ A school operating under the direction of a California State Agency (Health and Human Services, Department of Corrections or others), i.e. adult prisons,

⁴ If the preschool is run by the school district AND the teachers are on the regular teacher salary schedule, then 'Yes' to state funded induction. Otherwise the individual is not eligible for state funded induction.